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in the use of first con-  
cretes, the greater de-  
sign of the internal cor-  
poration, and specific us-  
ages in the field of elec-  
trical engineering.

Third and twenty of our  
leading manufacturers  
have equipped this new  
building. Their genera-  
lities are a testimony to the  
value of modern industry  
and research.

## How Do You Judge a University?

BY what standards do you  
measure the greatness of a  
University?

By its buildings? At your New  
York University centers, strate-  
gically located throughout the  
city, you will find notable build-  
ings—some of them most im-  
pressive and beautiful—devoted  
to the University.

I believe also that the  
of a University can make  
a valuable contribution to the  
development of our future busi-  
ness by teaching them how  
the force of advertising  
is, in itself, a valuable  
and benefit of humanity. The  
difference today has  
the widest and heartiest sup-  
port.

Emerson Ellsworth Brown  
Chancellor,

New York University

# Informal Talks

Reprints of a Series of Thirty  
Half-Column Advertising  
Talks Concerning

NEW YORK UNIVERSITY

By

Emerson Ellsworth Brown

Chancellor

### The Majesty of the Law

THE Institutes of Justinian, the legal code of the Romans, named three precepts: *honesti vivere* (to live honorably), *alterum non laedere* (not to injure one's neighbor); *seum quicquid tribuere* (to give each man his due). Down to this very day all honorable lawyers have accepted these precepts as rules of life for the guidance of which they thank the early teachings of their law school.

I have sometimes felt oppressed with a sense of the responsibility of our law teachers and have always had a profound respect for their calling. For what, after all, are they doing when they expound the law? What is law?

Richard Hooker's tribute has come down through three centuries and is still inspiring. "Her seat," he says, "is the bosom of God; all things in heaven and earth do her homage, the very least as fearing her care, and the greatest as not exempt from her power."

The teaching of law, regarded in this light, is indeed an exalted calling, and should not be approached by any university without reverence and honor.

New York University has sought diligently to maintain the traditions of this honorable profession. It has kept the faith and is known by its works.

It has furnished fundamental

instruction to many judges now

on the bench—federal, state, and

municipal; it has trained in the

United States senators and

governors of states. The Bar of

this city counts many a man

who by his personal example,

influenced by the early precepts

taught in New York University

Law School, is elevating and

maintaining the standards of

his profession.

Today this Law School includes

in its Faculty men of high

ideals and attainments, supple-

mented by a corps of distin-

guished practitioners as lec-

turers on special topics, and

what is equally important, of

that a university is  
judged, but by the extent and  
value of the human service which  
it renders on the higher levels of  
efficiency and distinction. And  
such human service is something  
that can be measured only by  
those who have intimate knowl-

edge of all the work the university  
carries on.

In these talks I am seeking to  
give some conception of the  
breadth and depth of New York  
University's human service.

Emerson Ellsworth Brown  
Chancellor,

New York University,

No. 1 of a series of Informal talks pub-  
lished in the interests of the New York  
University Endowment Fund, 101 Park  
Avenue, New York City.

### Welcome to the Advertising Men

NEW YORK UNIVERSITY  
is host to-day to members  
of the National Association  
of Teachers of Advertising, who  
are holding a sectional confer-  
ence in this city while a similar  
conference for Western mem-  
bers is held at the University of  
Wisconsin. I am glad to wel-  
come the members of this Asso-  
ciation.

Since I have been writing these  
little talks I have gained a feel-  
ing of warmer sympathy with  
all advertising men and their  
work. I have learned some-  
thing of the fascinations—as  
well as the difficulties—of the  
profession.

I think I understand better the  
economic value of this great  
business force now that it has  
enabled me to talk three times  
a week for the past five weeks  
to some 600,000 friends of New  
York University—and all at a  
fraction of the cost of sending  
each of them a single postcard.

I can appreciate the reasons  
that make any manufacturer  
to spread abroad through the col-  
umns of our newspapers and  
magazines the information about  
his worthy products. I can be-  
lieve, too, that this information

is often of real service to the  
public in guiding them to wise

decisions regarding their ex-  
penditures and investments.

Emerson Ellsworth Brown  
Chancellor,

New York University

No. 2 of a series of Informal talks pub-  
lished in the interests of the New York  
University Endowment Fund, 101 Park  
Avenue, New York City.

Christmas

These holidays are

of good will for  
every creed and

it is the province of  
engender the spirit

it is the province of  
ship to secure and







# Informal Talks

By

*Elmer Ellsworth Brown*

Chancellor  
New York University

Reprints of a series of thirty half-column advertising talks which originally appeared in the New York Times, Herald, and Tribune between the latter part of November, 1921, and the end of January, 1922.



New York University  
Endowment Fund Committee  
March 1, 1922

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New York University  
New York

MAR 29 1922

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# Purpose

THE PURPOSE of these talks was to give our citizens the information which might enable them to understand and better appreciate the service which New York University is rendering. The immediate occasion was the necessity of securing approximately \$800,000 for an imperative present need. It will be clear to all, however, that a larger purpose has been kept in view; namely, the full equipment and endowment of the University for the vastly greater service for which it must prepare within this generation.

*Since the completion of this series of Informal Talks, the General Education Board has subscribed \$500,000 toward a total of \$1,500,000, which is now the immediate objective of the University campaign.*



## Foreword

**A**N *apologia* is customarily prefaced to a collected edition of any sort; one might seem particularly necessary in a collected edition of a series of advertisements.

This republication needs no apology and little *apologia*. The reasons for it are ample and obvious. Ever since Chancellor Brown's informal talks began appearing in the newspapers, requests for individual numbers and for the whole series have been received practically every day.

From many other indications it is evident that the advertisements have been read with unusual attention and respect, and are considered in a somewhat different class from ordinary advertising.

So far as can be learned, this is the first time that the chief executive of a great university has sent his messages to so large an audience, or in such a direct, straight-from-the-shoulder way. Yet, novel as the advertising method was, it was clearly ap-

propriate. Word-of-mouth communication is too slow and too limited to give the people of New York and the Nation the knowledge they should have of the complex and extensive work of New York University. Even pictures can convey little idea of its human service.

In these talks Chancellor Brown has revealed, one by one, a few of the many ways in which New York University is making its influence felt in the lives of the public at large. Taken as a collected whole, the series gives a reasonably adequate view of the unseen but intensely vital and human forces that make the University what it is today, although even this series has unavoidably left a number of important departments and services still unrepresented.

Not the least valuable revelation is that of the Chancellor's own vigorous and human personality. As one who has been closely in touch with him throughout the campaign, I can testify to the energy and patience which he has devoted to the task of preparing the messages. Some of the talks were entirely his own in conception and execution; in

others our faculty committee relieved him of part of the burden by gathering the material and roughing it into shape. In all cases, however, the voice that finally spoke was the authentic voice of Chancellor Brown. Now that it has been heard, I feel sure it has awakened many responses that have not yet reached our ears.

**GEORGE BURTON HOTCHKISS**

Head of the Department  
Advertising and Marketing  
New York University



AND THIS IS  
INFORMAL TALK No. 1

## Why New York University?

MY friends remind me that I have now been with New York University for an even ten years, and suggest that I take this occasion to give to the readers of this paper a short series of talks about the University.

They ask me to say why I came here in the first place, leaving a congenial and responsible position as Federal Commissioner of Education.

Here are some of the reasons:

The original purpose of the founders of this University appealed to me, particularly as expressed by Albert Gallatin, the first President of the University Council. That purpose was to promote a wider educational service, suited to the growing needs of a great center of American life.

The location of the University was strategic. It was at the commercial metropolis of the nation, soon to be the commercial metropolis of the world.

It had sustained a remarkably high standard of teaching.

Its University College had, through all vicissitudes, been true to the ideal of an orderly and organized course of liberal education. It had not been led astray by the doctrine of unlimited election of studies.

Yet it had not limited itself by tradition. It had made a reputation for initiative. It welcomed new ventures freely, while holding fast to historic educational principles.

Its newer professional schools, particularly in Commerce and in Pedagogy, opened an unlimited vista of educational advance.

I was keenly interested in its Hall of Fame, which promised to become an inspiration to the youth of all schools and colleges in the land, stabilizing the American ideal of American character.

Finally, the oppressive handicap under which, with all its greatness, the institution was then laboring, a handicap in the form, chiefly, of *res angusta domi*, had created such a situation as would appeal to the imagination of any man who had a drop of sporting blood in his veins.

## TALK No. 2

# New York's Position in Higher Education

HOW do New York's facilities for higher education compare with those of other great cities? The following comparison is a fair estimate, based on the latest available statistics for three leading cities and their suburbs:

Endowed Universities and Colleges	Enroll- ment	Productive Endowment
New York ....*8 (Pop. 6,000,000)	47,000	\$43,000,000
Chicago ..... 6 (Pop. 3,000,000)	24,000	\$40,000,000
Boston ..... 9 (Pop. 1,000,000)	27,000	\$70,000,000

\*(New York has also two institutions of higher education maintained by the City, with a total enrollment of about 25,000.)

To bring New York's facilities to a level with those of Boston, her universities and colleges would need a capacity of over 150,000 students and an endowment of over \$400,000,000.

To equal the average of Chicago and Boston, they would need to be at least 50 per cent greater than they are at present.

Can the City of New York af-

ford to lag behind other cities in its support of higher education? History shows a close parallel between educational leadership and material and spiritual leadership.

Efficiency in the utilization of funds and equipment may do much. It cannot altogether offset the great disparity in material resources.

New York City holds a position of responsible leadership in world affairs. This position can most surely be maintained and strengthened by adequate support of New York's great colleges and universities.

## What Is New York University?

THE purpose of this series of talks is to make New York University better known among the readers of this paper.

Measured in terms of human service, it is among the greater educational institutions of the western world. Last year only five other universities in the United States reported a larger enrollment. The fact that it is not better known by the citizens of this City and the Nation, is due to three main reasons:

1. It is comparatively young. It is only now completing the ninetieth year of its history, and its remarkable growth has been almost wholly of the twentieth century.

2. It is obscured by the bigness of the city. Even an enrollment of 13,000 is almost lost in a city of 6,000,000 souls. Moreover, these 13,000 students are not concentrated in one place, but with a view to the greatest usefulness are scattered in four different university centers.

3. It is easily confused with neighboring institutions of similar name. Columbia University in the City of New York, founded

as Kings College in 1754; the College of the City of New York, established by the Board of Education in 1848 and supported by the municipality; the University of the State of New York, an administrative body with headquarters at Albany—all of these are occasionally mistaken for New York University.

New York University was founded in 1831 as a privately endowed institution for the purpose of giving more liberal and useful training than was afforded by the classical colleges of that period.

In the years following the Civil War, administrative and financial difficulties hampered its growth, and it did not begin to share in the general educational advance until the administration of Chancellor Henry M. MacCracken, beginning about 1890.

But today, with so many of its graduates serving as teachers and officers of administration in schools and colleges, so many ministering to the health of the community, so many occupying high positions on the bench or in the government, so many directing the work of great financial, industrial, and commercial enterprises, its light cannot be hid.

## How Do You Judge a University?

**B**Y what standards do you measure the greatness of a University:

By its buildings? At four New York University centers, strategically located throughout the city, you will find notable buildings—some of them most impressive and beautiful—devoted to educational purposes.

But New York University is not an institution abounding in wealth, and it is less adequately housed today than many another great university. It cannot fairly be judged by its buildings.

By athletic records? New York University teams have played their part in football, baseball, basketball, and other sports. In some instances they have won highest amateur honors, and in general they command the respect of worthy antagonists.

But a large proportion of New York University's 13,000 students are in the professional schools and their studies or other duties prevent extensive partici-

pation in intercollegiate sports. Athletics at New York University are an imperfect index of its scholastic work.

By its faculty and graduates? Yes, emphatically. The roll of New York University contains famous names: the names of men in high governmental and judicial positions; great physicians and surgeons; artists and authors; teachers and engineers; clergymen and scholars; executives of banks, industries, and commercial houses. We are glad to be judged by our men.

But New York University is comparatively young. More than half its graduates have been out less than fifteen years. Their achievements—great though they are—give only a promise of the greater achievements to come.

We must go still further. It is not by buildings nor by athletics, neither is it by the records of individual men alone, that a university should be judged, but by the extent and value of the human service which it renders on the higher levels of efficiency and distinction. And such human service is something that can be measured only by those who have intimate knowledge of

all the work the university carries on.

In these talks I am seeking to give some conception of the breadth and depth of New York University's human service.

## The Worth of a Training in Liberal Arts

LAST Spring Mr. Edison asked a few questions of some college graduates who applied to him for positions. Among them were these:

Where is Tallahassee?

What city in the United States leads in making laundry machines?

What kind of wood is used in the making of kerosene oil barrels?

Few graduates could answer even a large percentage of Mr. Edison's questions. Some people thought this proved that the colleges had been wasting their time.

Mr. Edison's questions were unquestionably stimulating. Some kinds of ignorance establish a presumption of unfitness. But one could scarcely wish to make the mind a substitute for the encyclopedia.

A student must learn facts; he must learn to reason from those facts with thoroughness and with a sense of intellectual

responsibility; but the greatest contribution of the years of study in liberal arts is to the student's sense of values.

We may forget the formulae of chemistry, but we can never forget the significance of the chemical organization of matter, or think as we should think if we had not known it.

We may forget the dates and names of history, but we can never lose entirely the gift of proportion and perspective which its outlooks bring.

The aim of our college training in New York University is to formulate and to interpret the ideals of human life in the light of history and science; to cultivate in our students an enlightened and disciplined imagination.

To do this successfully is to prepare men for genuine leadership.

## The Photograph and the Telegraph

EIGHTY years ago the first photograph of the human face was made by Professor John W. Draper on the top of the old New York University building on Washington Square.

About the same time Professor Samuel F. B. Morse perfected his recording telegraph and from a room in the same building sent the first telegram:

“Attention! The Universe:  
By Kingdoms Right Wheel!”

Like most other scientific discoveries these successes were the result of months of painstaking research. The thoroughness of Draper’s work is attested by manufacturers of the present day. Mr. George Eastman, I am told, has declared that what we know today about sensitized photographic paper was known to Draper when this first picture was taken.

Research at New York University is still hampered, as in the days of Draper and Morse,

by inadequate equipment. In one field these limitations will be relieved when the new \$600,000 Engineering Research building at University Heights is completed.

I have watched with keen interest the construction and equipment of this building, and I can now visualize some of the contributions it will make to human health and comfort and efficiency; economies in the production and measurement of heat and in the use of heat consuming devices; the greater development of the internal combustion motor; and specific improvements in the field of electrical engineering.

Two hundred and twenty of our country's leading manufacturers have helped to equip this new research building. Their generous action is a testimony to the dependence of modern industry on scientific research.

Let me take this occasion to assure them that we shall try to justify their faith. Through this new equipment, may worthy successors to Draper and Morse give to the world new discoveries comparable with theirs.

## The Waiting Line

ONE evening recently I was late in leaving my office in the University Building at Washington Square. It was nearly six o'clock and rather dark. As I came out on the Waverly Place side I found a line of young men and women that extended along the sidewalk for more than half a block.

Now the line halted; now it moved toward the entrance, where three express elevators were busy carrying the students to the lecture rooms above. The line seemed never to diminish, for new figures hurrying down the street added themselves to its end.

The sight was not new to me. But on this particular evening I could not help thinking that this was one of the most interesting and amazing scenes in our great city. For here were literally thousands of ambitious young men and women of New York, tired after their day's work, fore-going the various pleasures of the evening, all patiently waiting

to begin their evening's instruction in the classrooms of the University.

A line like this before a theatre at which a popular play was presented would not have been surprising. But the fact that this line forms every night at the doors of an institution of learning is worthy of notice.

In that line, I knew, were college graduates who were carrying forward their education in the scientific and professional fields; graduates of our New York City high schools seeking a training for business and the industries. In that line were some of the most ambitious young people in New York—young men and women who were willing and eager to give their evenings in order to secure a better education.

I am not ashamed to admit that I uncovered my head in the presence of this procession. Here was indomitable courage possessed by members of New York's younger generation who refuse to be turned aside from their pursuit of an education.

Their courage gave me new courage. I am going to do my best to help them.

## Pine Log Universities

JAMES A. GARFIELD'S definition of a university as a log in the woods with Mark Hopkins at one end and a student at the other, was a generous tribute to a great teacher. It was also true—but only a partial truth.

You can make ammonia by rubbing dry quicklime and ammonia chloride together by hand in a mortar, but industry can hardly be supplied, in that way with the millions of cubic feet of ammonia it needs every year. No more can modern commerce, industry, medicine, and law be adequately supplied with executives, accountants, salesmen, physicians, lawyers, by giving teachers—however near the Mark Hopkins standard—an equipment of bare logs.

During the ten years in which I have acted as chief executive of a force of more than 500 men and women who minister to the needs of some ten to fifteen thousand students, the problem they have most frequently

brought to me is that of providing sufficient facilities to make their work efficient.

If I were head of a manufacturing establishment the solution would be relatively simple. I should promptly scrap equipment that was obsolete and inadequate; I should provide more floor space and new machinery when convinced that their use would yield dividends.

But the product of a university is in the intangible form of human character and service. Its profits are paid to the whole community in a form that cannot be used to finance classrooms and laboratories.

Even now the University is paying dividends to the whole country. These dividends would be far larger if the community and country could realize, as keenly as a college president must realize, the fact that even a good teacher's effectiveness is impaired when he is compelled to work with pine log equipment.

## Assimilative Democracy

THE capacity of our University buildings and equipment is limited. Its increase does not keep pace with the increase of the demands upon it. We had room for less than half of those who sought admission to our Colleges at University Heights last September.

Finding it impossible to admit all applicants, even those who satisfied in full our scholastic requirements, we determined to admit, first of all, those who give promise of leadership and whose education bids fair to be a public benefit.

In this crisis of civilization, our democratic institutions must assimilate foreign material; they must not permit themselves to be assimilated by an excess of foreign materials, with un-American ideals.

Believing in this, we undertook, perhaps for the first time in American education, the selection of students for admission on the basis of psychological and

personal, as well as educational qualifications. We have also required the applicants to satisfy the Committee of their loyalty to the ideals of our government.

We have not excluded foreign students as such, nor students of any particular class. But we have sought to establish, preserve, and protect a college environment in which students of any social background can be sympathetically assimilated to American ideals.

With a scholarly faculty of strong purpose and a student body that will this year number nearly 1000, selected from double that number of applicants, the colleges at University Heights embody the cumulative success of an unusual educational experiment.

With resident dormitory and fraternity life, these colleges, on a beautiful campus, in the shadow of the Hall of Fame, present and preserve the life of a country college in this metropolitan environment.

## What We Owe to the Medical Profession

I WAS deeply impressed recently by an instance of unselfish service on the part of a distinguished American surgeon. For some months past he has been giving regular treatments to a little girl who has need of his skill, and has accepted no remuneration because her family is financially unable to pay it. His usual fees for these treatments would have amounted to hundreds — perhaps thousands — of dollars.

Not the least beautiful part of his unselfishness is that it exemplifies so completely the prevailing humanitarianism of the medical profession.

Practically every great American physician and surgeon keeps the ideal of human service foremost and treats scores of cases where his talents are needed, regardless of remuneration. Those who are true to the fine ethics of their profession consider the

health and welfare of their community before their own interests.

Their acts of charity are rarely known to the public, not only because they are modest men who shrink from publicity, but also because they regard their unpaid practice as essential to the full discharge of their duty. But a doctor's wife could tell the tale.

A medical education costs more than twice as much as the student pays in fees for instruction, and the difference in cost must be borne by some one else. Later the student repays the debt by his public service.

I am proud of New York University medical graduates. More than 5,000 of them are now to be found in New York and throughout the country and they include many of the leading members of the profession, both in skill and in devotion to the public welfare.

The University and Bellevue Hospital Medical College is now training physicians and surgeons for the future. Upon the efficiency of their training depends, in no small degree, the health of our future generations of Americans. Does not our citizenship

owe a debt to these future generations? Should it not bear its full share of the financial responsibility for educating the future members of the medical profession?

Already we are beginning to receive a generous answer to this question.

## The Extent of a University's Influence

I HAVE been trying to estimate the number of people who are reached by the educational work of New York University. It is an almost impossible task, for everywhere I turn I find evidence that the influence of our University, like that of other great universities, penetrates to every nook and corner of the country.

Take the matter of books alone. Many of our professors have spread abroad the principles they teach in the classroom, and in printed form their words have gone out to tens of thousands who are beyond the range of their voices.

In one of our departments the professors and lecturers have published no fewer than twenty valuable books in the past five years. I am informed on good authority that the total circulation of these books has already gone beyond a quarter of a million copies. This is the production of one department only. This statement takes no account

of articles in newspapers and scientific journals.

We do not judge the members of our Faculty chiefly by their ability to write books. Teaching comes first. We are glad, however, that the knowledge our teachers possess is not confined within the walls of our institution. We are glad that so many members of our Faculty have written treatises that are used in other universities and schools all over the country and have been found worthy of a place in the working library of the lawyer, the doctor, and the business man.

New York University's conception of education is democratic. All the knowledge and skill of our staff is for service to the public at large. The University is but the trustee. Through every proper means we hope to make the fruits of these minds available to all who can use them beneficially.

## The Demand for University Men

WHEN General Pershing sent from France for two hundred thousand trained engineers, he simply condensed into an instant demand, under the awful urgency of war, the call that is constantly going up here in time of peace. Not alone in engineering, but in agriculture, trade, manufacture, sanitation, government, and many other fields, the demand is constantly "Give us more trained men."

In the Massachusetts Bay Colony only one person in 250 of the adult population was a college graduate and this was regarded as a very high ratio. In 1920 the ratio in the United States, the whole country over, was about one in 60. I think we must eventually reach a condition in which one in every ten will have had some educational training beyond that of the high school.

Because of the wide scope of university training in this coun-

try, there is little danger that we shall ever have any serious over-supply of trained specialists, of what is sometimes called an "educated proletariat." If there is a temporary surplus of mechanical engineers, for example, the situation will soon correct itself by the turning of this surplus into medicine, sanitation, accounting, or other professions and occupations. Just at the present time, there is a manifest shortage of trained men and women in medicine, teaching, and commerce.

New York University is responsive to the conditions of demand. Our evening classes are composed mainly of men who are employed during the day and who are pursuing their education with us for the concrete and demonstrable benefit it has in their careers. These men pay their tuition fees out of their own pockets. Their judgment of the amount and kind of training they require today will be reasonably sound. The demand from such sources has increased faster than we have been able to supply it. It has naturally influenced in some measure the instruction we give to those students who come

to us with no clearly defined ideas about their needs.

And so long as this demand continues, I shall feel absolutely confident that there is a useful work waiting for every trained graduate of the University.

## Great Teachers and Their Work

**I**N HIS Reminiscences, published in his eightieth year, Dr. Lyman Abbott, who was graduated from New York University in 1853, pays a tribute to the little college that he attended in Washington Square

It had little college life, a narrow curriculum, an unimportant library, no laboratory for the student, and there were not over 200 young men in its enrollment. But it had great teachers, and he names with warm gratitude Professors E. A. Johnson in Latin, Elias Loomis in Mathematics, John D. Draper in Chemistry, C. S. Henry in Philosophy, and Dr. Howard Crosby in Greek.

What Dr. Abbott writes of the personal debt of his intellectual and spiritual life to these men caused a great American educator, statesman, and diplomat of the same generation to exclaim after reading the chapter, that he wished that his own college days had been spent in the same college.

New York University has never possessed a material equipment adequate for the work it has undertaken, although that equipment, of course, is vastly greater now than in the days of which Dr. Abbott wrote. But whenever the University has had to decide between men and buildings, between teachers and equipment, it has voted to place its strength in its Faculty.

At New York University we believe that the contact with the strong, stimulating, and sympathetic personality of competent instructors is the most important factor in college life and should be available to every student from the beginning. Consequently, it has been the policy of the University that teachers of the best equipment and of professorial rank should render a portion of their services to freshmen.

It is in consequence, I believe, of this policy put in practice over a long period, that the graduate of the University speaks with appreciation, and often with affectionate gratitude of such men as these:

Henry M. Baird, Morris Loeb, John J. Stevenson, and Francis

H. Stoddard, from the Colleges of Arts and Engineering; Benjamin Butler, John Norton Pomeroy, Austin Abbott, and Clarence D. Ashley, from the School of Law; and Edward G. Janeway, Egbert Le Fevre, Austin Flint, Valentine Mott, and Graham Lusk, from the School of Medicine.

This does not begin to exhaust the list and no mention is here made of those who are still in active service.

In these days of all others this succession of great teachers must not be allowed to fail.

## Co-operation With Industry

**A**BOUT fifteen years ago the University of Cincinnati, under the lead of Dean Herman Schneider, originated an interesting plan to co-ordinate the technical training of the University with the practical work of industry. Under this plan students spend alternate periods in the college classroom and in the factory.

While in the factory the student works as a regular workman under every day shop conditions and under the same restrictions as to hours and discipline as any one else. More than a thousand students of the University of Cincinnati are now working on this basis in approximately 250 concerns. The University instruction and shop work are co-ordinated by a trained specialist.

The system has been completely successful. The manufacturers who are co-operating endorse it heartily. It has opened for them a valuable source of

supply for their own technical and executive personnel. It has given them men with capacity for leadership, who are at the same time familiar with their special needs.

The system has been equally valuable to the student. He gains while he is in college a healthy respect for the wisdom that is outside of the college; he learns how much backache there is in a \$10 bill; he becomes familiar with the working conditions which underlie the philosophy of management; last and most important, he learns to know and live with and respect workmen.

New York University, which values educational initiative, and has itself known the joy of pioneering in other directions, gladly acknowledges its indebtedness in this field to the University of Cincinnati.

With some modifications, this system will be put into operation this summer at New York University in connection with the course in Industrial Engineering, under the direction of Professor Joseph W. Roe, now President of the American Society of Industrial Engineers. It will become one more of the many ways

whereby the University is co-ordinating theoretical instruction with practical experience and is helping to bring about a closer co-operation and warmer sympathy between various groups that make up the productive forces of our civilization.

## Christmas Greeting

THESE holydays are a time of good-will for men of every creed and race.

It is the province of religion to engender the spirit of good-will. It is the province of statesmanship to secure and stabilize the social conditions under which good-will may become widely operative.

It is the province of science and education to clarify the aims and render effective the processes through which good-will is to affect the lives of men.

In every occupation, private practice becomes public service whenever it is lighted up with a thought for the common good. Or why not say that private practice is public service, always and everywhere, unless it be vitiated by selfish aims, by dishonest methods, or by sheer incompetence?

The capable physician, the public-minded lawyer, the competent and honest accountant,

chemist, engineer, all are agents of good-will to the community. The good teacher is one of the foremost agents of good-will.

At this Christmas time I wish to send an especial greeting, with all best wishes, to the members of the Council and faculties of New York University, to the great company of its students and alumni, and to those friends and supporters who have made possible the work it is now doing. I am personally grateful to you, beyond anything I can put into words, for the unstinted loyalty and co-operation which you have given me, as evidence of your devotion to your university.

I am confident that good-will is more widely and actively abroad in this country and this community for the service which this institution, along with its sister institutions, is rendering throughout the year.

## Welcome to the Advertising Men

NEW YORK UNIVERSITY is host today to members of the National Association of Teachers of Advertising, who are holding a sectional conference in this city while a similar conference for Western members is held at the University of Wisconsin. I am glad to welcome the members of this Association.

Since I have been writing these little talks I have gained a feeling of warmer sympathy with all advertising men and their work. I have learned something of the fascinations—as well as the difficulties—of the profession.

I think I understand better the economic value of this great business force, now that it has enabled me to talk three times a week for the past five weeks to some 600,000 friends of New York University—and all at a fraction of the cost of sending each of them a single postcard.

I can appreciate the reasons that impel any manufacturer to spread abroad through the col-

umns of our newspapers and magazines the information about his worthy products. I can believe, too, that this information is often of real service to the public in guiding them to wise decisions regarding their expenditures and investments.

Many advertising men, I am told, were formerly teachers. The two professions seem to me to have a great deal in common. Advertising men have it in their power to educate millions of people not only in an intelligent use of commodities but in well-considered habits of thought and action.

The force of advertising, like other powerful forces, is no doubt in some cases used wrongfully as well as unwisely, but I have become convinced that the light of publicity is generally a safeguard for those who seek genuine service as well as for those who render it.

I believe, also, that the teachers of advertising can make a valuable contribution to the education of our future business men by teaching them how to use the force of advertising intelligently, effectively, and for the human benefit.

## Who Should Pay for Education?

**A** WELL-TO-DO Alumnus of one of our Eastern universities, who recently declined to contribute to the Endowment Fund of his Alma Mater, expressed his reasons substantially as follows:

“Why should I pay for educating the children of other people? I am willing to pay for my own. If the college tuition fees are not high enough to cover the cost they should be raised, and I will gladly pay the extra expense. Every one who can afford to should be asked to do the same. Deserving students who cannot afford the entire cost can be taken care of by scholarships.”

The attitude of this man is fortunately not that of the great majority of college graduates, but the solution he proposes for the financial problem of the universities is receiving more or less discussion just now.

Those who hold the view that parents should bear the entire responsibility of educating future generations probably do not real-

ize that it is merely a reversion to an ancient view. Not so many years ago education in general—even that of the primary and secondary schools—was paid for by the parents. The condition changed only when the fact became recognized that lack of education handicapped not merely the individual but the whole community. The responsibility for education was therefore brought home to the community.

In democratic America we have managed to avoid the evil of separating students into a paying group and a charity group. Scholarships have been provided, but not of a kind to destroy the self-respect of those whom they partially maintain. In most instances they have been accompanied by an obligation, expressed or implied, upon the individual beneficiary to repay the tuition loan, either in present service or in cash payment after the student has graduated and entered active life.

Personally, I should never consent to any division of New York University students into classes based upon the wealth of their parents. I should regard it as dangerously subversive of the

democratic character our student body has always manifested.

Furthermore, I do not believe the community can escape a moral responsibility for securing the financial stability, the proper equipment, and the generous enlargement of the institutions in which the new generation of men is to find its educational opportunity.

## The Majesty of the Law

THE Institutes of Justinian, the legal code of the Romans, named three precepts: *honeste vivere* (to live honorably); *alterum non laedere* (not to injure one's neighbor); *suum quique tribuere* (to give each man his due). Down to this very day all honorable lawyers have accepted these precepts as rules of life for the guidance of which they thank the early teachings of their law school.

I have sometimes felt oppressed with a sense of the responsibility of our law teachers and have always had a profound respect for their calling. For what, after all, are they doing when they expound the law? What is law?

Richard Hooker's tribute has come down through centuries; it is still inspiring: "Her seat," he says, "is the bosom of God; all things in heaven and earth do her homage, the very least as feeling her care, and the greatest as not exempt from her power."

The teaching of law, regarded in this light, is indeed an exalted calling.

New York University has sought diligently to maintain the traditions of this honorable profession. It has kept the faith and is known by its works. It has furnished fundamental instruction to many judges now on the bench—federal, state, and municipal; it has trained in the law United States senators and governors of states. The Bar of this city counts many a man who by his personal example, influenced by the early precepts taught in New York University Law School, is elevating and maintaining the standards of his profession.

Today this Law School includes in its Faculty men of high ideals and attainments, supplemented by a corps of distinguished practitioners as lecturers on special topics, and, what is equally important, of peculiar skill in teaching. More severe requirements both for entrance and for graduation have recently been put into effect, and give assurance that the future work of this School will be even more efficient than that of its honorable past.

## How the Non-Graduate Views the University

AMONG the many letters I have received as a result of these informal talks is one that warms my heart especially, because it shows so plainly the loyalty of our non-graduates.

Non-graduates, of course, are of various kinds. Some are men who hoped to receive a degree, but who, for various reasons—sometimes their own fault—failed to complete their courses. Such men are often among the warmest friends and heartiest supporters of the university, perhaps because they have learned to appreciate the value of what they missed.

But the man I refer to is of another kind. He represents the large number of men who come to New York University—especially in the School of Commerce—in order to supplement their previous education with specialized training in some one field, and do not plan to obtain a degree.

This man's letter reads in part as follows:

"When I was 25 years old I enrolled in the School of Commerce on Washington Square as a special student of accounting and kindred subjects. Up to that time it was rather difficult for me to make any headway. I was handicapped by my lack of education. From the first evening I attended a class I was changed.

"To make a long story short, when my opportunity came, which was shortly after I left New York University, the knowledge I had acquired enabled me to grasp it. How well I have succeeded is clearly exemplified in an article which appeared in Forbes Magazine, of which I am pleased to send you a copy."

The letter was accompanied by a substantial check, about which he says:

"I wish I could send you a check for a thousand times as much, because I realize that I owe a great deal to the University, and any amount I might send you would hardly express my appreciation and gratitude."

New York University is proud of men like this. According to the testimony of our professors, they are frequently among the most alert and responsive of all students. They appreciate keenly the value of university training because their business ex-

perience has shown the handicaps imposed by lack of it. They bring to their studies the ripened maturity of experience and the eagerness of a conscious need.

Perhaps the most gratifying fact is that these men, although not technically classed as graduates, often have in marked degree the enthusiasm and loyalty for New York University that are characteristic of our alumni body. May we have more students like the writer of this letter and may we be able to help them as we have helped him.

## TALK No. 20

### Art and Letters

at

### New York University

**H**ALF a century or more ago the old University Building on Washington Square was an art center. In its quaint Gothic alcoves were the studios of many artists and critics.

In the present building, of more practical architecture, the studios have given way to classrooms, and these are so well known for instruction in commerce, law, and the sciences that few people are aware of the place that is still retained for art and literature. Yet the fact is that today, more than ever before, New York University is fostering creative work in a variety of artistic fields.

Here today the editor of a leading literary monthly comes to discuss modern literature; the dramatic editor of a great metropolitan daily conducts a class in Principles of Dramatic Criticism; the president of a well-known art school lectures on the Language and Principles of Art.

The undergraduate interest in dramatics has in the past two years shown itself in the public presentation of modern plays. A systematic study of dramatic art forms a part of the elective courses in the college curriculum.

For some years past students of journalism have found practical opportunities in magazine writing, including verse, short stories, and reviews. A contemporary critic of short stories recently awarded first place to the work of a New York University student and dedicated his volume, in which he attempted to include the best short stories of the year, to this same man.

Recently a Hall of Remembrance for American Artists was inaugurated in connection with the Gould Memorial Library at University Heights. Here, in an impressive architectural setting, close to the Hall of Fame, a place is set apart to commemorate the work of American painters, sculptors, and architects. Three busts of great artists are already in place, and others are in course of preparation, while a great pair of bronze doors of unusual beauty and symbolic significance, have been placed at the entrance in

memory of the architect of the building.

By these and many other means, New York University is keeping alive the tradition of art and letters which centered in the old building on Washington Square. It is making its contribution toward that higher union of beauty in art with economic prosperity which is requisite if a world-center of commerce is to be a world-center of civilization.

## Finding Friends

THIRTY years ago at New York University the students founded a Dramatic Society and it has functioned successfully since then.

To organize this work at its inception the undergraduates sought the services of a young actor, then seventeen years of age. He had about determined to leave the stage and study Law. He trained our students for this first performance, which, by the way, was the first one he had ever coached. The production was so successful that it gave this young director a new vision —to become a producer of plays —plays that were worth while. Many years of success with the professional stage have brought him fame and fortune.

Recently he invited one of our Alumni Committee to call and, opening the drawer of his desk, he drew out a handful of clippings. It was a batch of these informal talks which he had read and saved. They had recalled to him his early connection with New York University.

The outcome was that I soon had the pleasure of meeting him personally. He told me that he owed his success to New York University, for our Dramatic Society had given him his first opportunity to try his hand at producing plays. He had come to us with an offer of help. That offer has been gratefully accepted.

The gentleman I refer to is Mr. John Golden, who has produced "Lightnin'," "Turn to the Right," "Three Wise Fools," "Dear Me," "The First Year," "Thank-U" and other wholesome and successful plays. His offer is to have the student members of the University's Dramatic Society interpret one of his theatrical productions in the theatre now used for its regular professional performance.

Paying all the expenses himself, Mr. Golden has taken our students under the wing of his professional organization, and on the afternoon of Monday, February 6th, next, at the Long- acre Theatre, the public will have the opportunity for the first time, I think, in the history of the American stage, of comparing a professional performance — in

this case, "Thank-U"—with the amateur interpretation by a group of university students. The entire receipts from this special performance will go to the University's Endowment Fund.

The present University administration did not know of Mr. Golden's former work with our Dramatic Society. After this meeting, we looked up the old University records showing his connection with us a generation ago.

We welcome him back to our University family, not as a returning prodigal, but as a long-lost brother. The renewing of this old friendship is one of the delightful results of my little series of informal talks.

## Intercollegiate Comity

YEARS ago the universities and colleges of this country cherished a keen rivalry in their efforts to build up their respective institutions.

What a contrast we find in the situation today! Recognition of their common purposes has led to an attitude of co-operation and mutual appreciation among educational institutions. The provincial spirit of self aggrandizement has largely passed.

The breaking down of these provincialisms has been especially noticeable since the war.

Many universities and colleges in this country have joined in efforts for increased endowment in order that our educational institutions may be put on a firmer foundation. Although most of these institutions of higher learning are privately managed, they are conducted for a public service and it is this service that they are seeking to better.

The other day one of our alumni approached a citizen of

New York—a man of affairs—and asked him to render some financial help to our great University. He said, "Why should I give to New York University? I attended another university and have already given to my Alma Mater." He asked the very questions his visitor had hoped to receive.

He was told that graduates of Amherst, Brown, University of Chicago, Columbia, Cornell, Harvard, Johns Hopkins, Massachusetts Institute of Technology, Ohio State, Princeton, University of Pennsylvania, Rutgers, Swarthmore, University of Virginia, and Yale had already contributed to the Endowment Fund of New York University. Presently the name of his university was added to the list.

Doubtless there are many other university graduates like him who have not yet realized—or are only beginning to realize—the fact that competition between universities has largely disappeared—that in the great work of national education, intercollegiate comity and co-operation is the watchword of the hour.

## Two Voices of Democracy

**N**EW YORK UNIVERSITY listens constantly to two Voices. The first is the voice of the community reciting these urgent needs:

We need men trained to organize industry!

We need men to direct the building of railroads and factories!

We need men to tell us the costs of production; the costs of selling!

We need men to keep us in physical health!

We need teachers!

We need reporters and editors!

We need, most of all, men of character who have been taught to think!

The second Voice is that of the young man and the young woman. They come to the University, saying:

I want to write!

I want to teach!

I want to be a banker!

I want to be a civil engineer!

I want to be a lawyer!

I want to plan and build!

I want to play my part as a citizen!

New York University has responded to these two Voices to the limit of her ability. That she has not done more toward the supply of these needs is due to the inadequacy of her resources. The student is doing his share and more. He is supplying more than half the cost of his education.

Who benefits most from university training—the student or the community? As a leading attorney of this city declared not long ago, "The University asks no more of the Community than the Community asks of the University."

## University Thrift

AS we are about to celebrate the 216th anniversary of Benjamin Franklin's birthday and the opening of National Thrift Week, I cannot refrain from expressing some of the thoughts on thrift that have long been stirring in my mind.

To University executives, thrift is not merely a virtue but a dire necessity. Throughout the year I have to face the almost hopeless problem of balancing the expense that attends the proper education of our 13,000 students with the revenues from our endowment funds and tuition fees. Every proposed expenditure has to be subjected to searching scrutiny and has to be justified on the grounds of its vital service before it can be approved.

But the question of thrift has another side of the utmost interest to the community to which we look for funds to carry on our work. We ask our well-to-do citizens to invest a portion of their savings with us. Are we justified in this appeal?

Every business man recognizes the fact that savings from present production ought to be invested in channels that shall lead to future production. The present difficulties of readjustment are largely due to the fact that so great a portion of the world's past savings has been diverted to the non-productive and destructive channels of war, and not only past savings but borrowings from the future.

Our chief remedy for this condition is that present savings, so far as possible, shall be wisely and productively invested. But men are the chief agency in production. Men are the preferred investment. And the more highly trained to directive and creative leadership, the more productive will they be.

The number of men available to do the work of this generation has been fixed by the interplay of birth and death. The supreme thrift then is the heightening and brightening of that man-power of which a limited allotment has fallen to the age in which we live. Men of wide outlook are well aware that this cannot be a private or individual affair. It is a public affair, a common and community interest.

I am content that the man whose personal thrift has given him funds for investment shall ask whether, in the long run, there is any more productive investment to be found than that in an institution of which the sole purpose is the breeding of human efficiency and human character.

## University Athletics

UNIVERSITY athletics are a perennial center of controversy among those interested in education. Everyone concedes the right of athletics to occupy an important place among undergraduate activities; the difficulty is to keep them in their proper relationship to other activities.

I enjoy watching our intercollegiate contests in football, baseball, basketball, and track. I have shared with our students the pride of victory and the regret of defeat.

Undergraduate athletics, as I see them, are for the undergraduate a healthy and valuable recreation; for the graduate a means of maintaining his connection with his Alma Mater; for the University as a whole a means of coming in closer contact with other institutions on the basis of friendly rivalry.

There is always a danger, of course, that the student's mind may be occupied by play activities to the detriment of his scholarship; that the fine loyalty

of the Alumni may degenerate into a barren demand for victories; that contests between rival institutions may breed the bitterness of hostility instead of the friendship of better understanding.

These dangers can be avoided. The fact must be borne in mind that public intercollegiate contests are only a means to an end and not an end in themselves. General undergraduate participation is the goal to strive for and not the super-development of a mere handful of men. Intercollegiate contests when viewed in the right perspective are a stimulus to the athletic participation of every student.

After all, the University has the responsibility of providing opportunity and methods whereby every student may attain not only the physical, but also the mental and moral, development which athletics can contribute.

This means not three or four tennis courts for thousands of undergraduates, but dozens of them; not a remodelled barn for a gymnasium, but a large modern structure with space for every form of worth-while physical

training, as well as playground facilities for all students.

I am heartily glad that Columbia is to have the great athletic equipment for which she has waited long and patiently.

It is my hope that within the next few years all these facilities which New York University so urgently needs may be provided, so that no student may be denied the opportunity for the proper schooling of his body, as well as of his mind.

## A Few Questions for the Business Man

I HAVE just been looking over some of the examination papers that have been answered by our students in the School of Commerce within the past few days. I wish every business executive in the city could likewise have an opportunity of seeing them. He would be amazed, as I have been, by their range and practical quality.

Space here will permit me to quote only a few sample questions:

Do you regard Federal Land Bank bonds as affording a better investment opportunity than the Liberty bonds? Why?

What are the earmarks of a fraudulent prospectus?

What disadvantages have Southern cotton mills in the marketing of their product in competition with Northern mills?

State in general when silence is sufficient to constitute [legal] acceptance of an offer. State the requisite elements of consideration. Define legal duty and give two illustrations of it.

Outline the steps to be followed in preparing a stop-loss

chart, which shows the approximate selling price to be set in order that a manager may at least cover his costs.

In type composition [of an advertisement] what is the best method for emphasis?

Outline the different yard-sticks used to measure the news value of a story.

On what does the amount of rent paid depend? The store-keeper on an out-of-the-way street argues that he can sell cheaply because his rent is low. Discuss.

Describe and appraise the British government's program for the relief of unemployment.

Assume that you are given the responsibility for outlining an ideal currency system for France. State and defend the essential features of the plan you would propose.

Do you favor or oppose the Fordney proposal of American valuations of imports? Why?

Explain the way in which business in the United States would be affected if we should receive payments on the principal and interests of the interallied debt at the rate of \$1,000,000,000, a year.

These few questions, of course, can give only an inkling of the extent and depth of the information on which these students are tested. They were taken from a score of papers only, out of the

total of 285 examinations given during this period.

They indicate, however—and to me this is the most satisfying fact of all—that our work of training the business men of the future is directed less toward the acquisition of knowledge than toward the development of ability to apply that knowledge. Some of the questions, too long to quote here, reveal this truth in no uncertain terms.

Business executives with whom I have talked tell me that business of the future needs creative thinkers. These questions seem to indicate that education in our School of Commerce is proceeding along the right lines.

## Moral Leadership

I SHOULD like to say a few words, and not too many, about the moral aspect of University life. I am aware that when righteousness becomes vociferous it becomes a little dulled, and when it brags about itself it ceases to be righteous.

Nevertheless, we cannot forget that righteousness is our chief concern, in college as out of college. Here, as elsewhere, it is to be approached both by direction and by indirection. Consider for a moment some of these approaches:

To awaken the sense of responsibility for coherent thinking, one of the first aims of college teaching, unquestionably has a moral significance.

To arouse an interest in the search for truth, regardless of personal considerations, is a moral achievement. In some lives it means a moral revolution.

To cultivate taste and discrimination—in art and letters, in manners, in hero-worship, in satire—is to assure at least a by-

product in morals, a generous by-product in many lives.

To hold fast the conviction that spiritual values are supreme, even in a material world and in a materialistic age, is to gain a moral victory; and to render this conviction prevalent all through a great company of young men and women—is not that of the very essence of university teaching?

Students themselves make the moral atmosphere of student life. Some of the best things I have found in New York University are undergraduate ideals, which spring in part from undergraduate life itself and in part from the maturer ideals of the students of other days.

A college is a fellowship of young life with a little leisure for the interplay of mind upon mind before the task-work of life shall begin. Let this fellowship be soundly democratic in that it shall welcome the best without regard to wealth or pedigree, and let a few great teachers take their part in its interchange of thought and aspiration, and the results will reach to the ends of the earth.

In such an environment college spirit comes to its best, and the allegiance of alumni to their Alma Mater rises into service of the Nation and of humanity.

## And Now— A School of Retailing

**T**WENTY-TWO years ago a committee of the New York State Society of Certified Public Accountants called on my honored predecessor, Dr. Henry M. MacCracken, and asked his co-operation in establishing a school to train men for the accounting profession. He consented. Our present School of Commerce, Accounts, and Finance is the out-growth of this pioneer co-operation between business men and the University.

No one then foresaw the tremendous development the School would have. From that small beginning, with its little handful of students specializing in accountancy, it has grown and widened its scope until it is today the largest professional school of university grade in the country.

Its 6000 students still include many preparing for accountancy, but a large proportion are now specializing in advertising, management, finance, journalism, and

a variety of other business fields. From it has sprung a Graduate School of Business Administration for the advanced training of college graduates.

I am reminded of this history by the addition to our family of still another school, now three years old, the School of Retailing. This has come about through the co-operation of business men, representing the department stores and other retail establishments of this city. Twenty-one of these great stores in and near New York have now made this direct connection with the University.

During the present year thirty-seven college graduates, representing the University of Wisconsin, Colgate, Smith, the University of Michigan, and other American colleges and universities, are each morning pursuing their studies in retailing in our classrooms, and in the afternoon of the same day are receiving practical experience in the various operations of the stores themselves.

The dovetailing of theory and practice is finely exemplified here. An experienced "Co-ordinator" links together the stu-

dents' experience in the store and the teaching of the classroom.

Through this unique training the stores will be able to recruit men and women of outstanding character and ability to aid in the efficient performance of the essential processes of retailing. No one can predict the future history of this new school, but we may feel confident that it will become another of the influential ways in which New York University is contributing to the growth and progress of the City of New York, as well as the whole country.

## From the Shoulder —STRAIGHT!

**T**HREE'S a reason for this service talk—an immediate reason.

In order to meet the conditions attached to a \$350,000 subscription of the General Education Board, New York University must raise \$800,000 in new subscriptions before the end of March. We are appealing to the community which the University serves to give us this sum, either in cash or in Liberty bonds or in subscriptions payable over a term of two and one-half years.

Every university, like every large business, comes now and then to a time when it must cross an obstructing bar before it can reach clear sailing on the high seas. It is such a bar that we must cross within the next ten weeks.

This modest increase of endowment will not end the financial need of the University. We have here a growing institution: it has present needs in many directions, and besides it is plan-

ning far greater things for the future. But until this sum is secured we shall be bound in shallows, though not in miseries.

Our loyal alumni are doing their part. But it takes a hundred years, according to competent estimates, to develop a body of alumni strong enough to meet the financial needs of their University. New York University is ninety years old, but its great growth has been within the past fifteen years. The most of our graduates are young. A large proportion of them have already become contributors to their Alma Mater and the number is increasing daily, but they need substantial help from those who can contribute more largely. They are freely giving all the time they can spare from their private business to obtaining such help.

But in our experience some of the largest gifts to the University, as well as many smaller gifts, have come without personal appeal. It is our hope that friends—old and new—will help us without waiting for a personal invitation.

Do you find that we have presented a good case?

If we have, I am sure you will help us now.

My colleagues have called this a talk straight from the shoulder. I should rather say it is straight from the heart.

## Your Share In New York University

IN my service talks I have tried to give some conception of the wealth of service New York University is rendering to the community. If occasionally I have referred to our financial needs, it is because these alone limit our ability to serve more largely.

Last Friday I referred to our need of \$800,000. We must secure this by the end of March. We are asking you as a citizen of New York to subscribe a part of it.

We ask you to consider this as an investment that will pay dividends.

The dividends are men—young men and women trained in mind and in character for better service. They include doctors, lawyers, teachers, clergymen, engineers, business men—young men and women trained for nearly every field of endeavor that requires the higher grades of intelligence, knowledge, and ideals.

Our guarantee is our record for the past quarter century. Here is that record in figures:

Graduates—13,138.

(In addition, an even greater number have received part of their training with us.)

Cost—\$13,770,242.54.

(Operating expenses.)

Share borne by the public—\$1,298,348.01.

(The income from our permanent endowment during this period.)

From this it appears that the public at large has borne less than one-tenth of the cost of the training that New York University has supplied. And cold figures cannot measure the service to the public that has resulted from this training.

Of this we may be sure: If the training has been a profitable investment for the student who has paid the larger share of its cost, then the community has reaped a far richer reward for its smaller share in the investment.

Since I cannot call upon you personally, I ask you to regard this as a personal invitation to subscribe such a part of the \$800,000 as your judgment dictates and your means permit.

# Effect on Others

## DEPARTMENT OF SURVEYS AND EXHIBITS

Russell Sage Foundation  
130 East 22d Street  
New York City

December 17, 1921.

N. Y. University Endowment Fund,  
512 Fifth Avenue,

Gentlemen:

In connection with our study of educational publicity we would greatly appreciate copies of the series of advertisements appearing in New York dailies.

We would also value copy of any memoranda outlining the plan and its purpose, as well as any data as to the newspapers selected, the cost, etc.

(Signed) E. G. ROUTZAHN.

Associate Director.

Royal Bank Bldg.,  
Toronto, Canada.

Dec. 30, 1921.

Dr. E. E. Brown,  
Chancellor, New York University,  
New York City.

Dear Dr. Brown:—

I have been greatly interested in your informal talks appearing in the New York press as I am a member of the Board of Governors of McMaster University, and because of a financial campaign which is in contemplation I would greatly like to have a set of them in pamphlet form.

(Signed) S. J. MOORE

VASSAR COLLEGE  
Poughkeepsie, N. Y.

President's Office.

February 16, 1922.

To the Endowment Fund Committee,  
New York University,  
512 Fifth Ave., New York City.

Gentlemen:

As an alumnus of New York University and as one familiar with methods of university publicity, I want to express my appreciation of the splendid work now being done by Chancellor Brown in his informal talks now being published in the New York newspapers.

These have seemed to me the finest statements of the university aims and ideals that have ever been made to the American public, in language simple enough for people to understand it. The method is so honest, so frank, so open, and without any intrusion upon the editorial sanctum or the disguised news items, that I am sure it will eventually have great influence on the business men of New York who appreciate honorable dealings on the part of universities as well as in business concerns. The ethics of the advertising column is a subject of the greatest interest and importance.

I want to express my admiration of the university and of the Chancellor, who are brave enough to revolutionize the ordinary conception of advertising by going directly to the advertising column for their forum of appeal. It is fortunate for the university whose Chancellor is an educational expert and who, out of his experience, can lay before the people

of New York a conception of a metropolitan university serving the city wherever education can improve the city's life.

(Signed) H. N. MacCRACKEN.

APPEAL DIRECTOR'S OFFICE  
UNIVERSITY OF BRISTOL  
Bristol, England

January 5, 1922.

N. Y. University Endowment Fund,  
512 Fifth Avenue,  
New York City.

Gentlemen:

I was much interested in reading the articles in New York papers regarding the Campaign you are conducting on behalf of your University.

I should feel very much indebted to you if you would be good enough to give instructions for me to be supplied with prints of all advertisements and literature that you have already issued or that you may issue from time to time in connection with your Appeal. I shall be most happy to reciprocate by forwarding you any matter that I issue should you care to receive it.

(Signed) A. F. SHEPHERD  
Appeal Director

Reprint from Editorial Page,  
"New York Times," Dec. 15, 1921.

## SOBER 'DRIVING' FOR FUNDS

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Congratulates Chancellor Brown of  
New York University.

To the Editor of New York Times:

Permit one who has had much to do with raising funds for worthy purposes to congratulate Chancellor Brown of New York University upon the course he is following in making the appeal for endowment on the merits of the case. We have been having a surfeit of bizarre publicity concerning educational institutions in the effort to secure attention at almost any cost, and it is refreshing and consoling to find presented an appeal to reason and good judgment instead of "stunts" that have little or no relation to the cause involved and, indeed, artificial press notices. I refer to the occasional and very informing half columns concerning New York University over the signature of Chancellor Brown.

It is sufficiently disappointing to encounter the doubtful methods sometimes adopted to obtain financial support for some commendable causes, but we look to colleges and universities to set a high standard. A financial campaign in the interest of any organization should be educational and constructive as well as efficient and economical in management. Too often there is much blatant trumpeting in advance, absence of intelligent control during the soliciting, and little or no accounting to the public concerning the result and disposition of funds.

At the present time there is in progress in Greater New York a lot-

tery in the interest of a hospital and it is camouflaged under the name of "drive." The necessity of an accounting through the press after the close of the canvass would eliminate many of these movements that are a discredit to the community.

It is only fair to state that the writer has never met Chancellor Brown and has no more interest in New York University than has any other citizen.

R. A. CASSIDY.

New York, Dec. 14, 1921.

**SOUTHWESTERN  
PRESBYTERIAN UNIVERSITY  
Clarksville, Tenn.**

Office of the President

January 30, 1922.

N. Y. University Endowment Fund,  
512 Fifth Avenue,  
New York City.

Gentlemen:

These little talks of Chancellor Brown are so excellent that I would like very much to have the whole series. It may be that you are planning to publish them in book form. If so, I will gladly purchase a copy as soon as I can. If you are not publishing them, and if it were possible for me to get a copy of the entire series, I would be very grateful if you will tell me how this can be done.

(Signed) CHAS. E. DIEHL.

UNIVERSITY OF PITTSBURGH  
Office of the Chancellor

December 28, 1921.

Chancellor Elmer E. Brown,  
New York University,  
New York City.

Dear Chancellor Brown:—

I have read with great interest the series of advertisements concerning New York University, appearing in the New York papers. Would you be kind enough to send me a complete set of advertisements run up to the present time. They are most valuable contributions, and I should like very much to have a complete record of them as a sample of what can be done.

(Signed) J. STEELE GOW,  
Assistant to the Chancellor.

AMERICAN BIBLE SOCIETY  
Bible House, Astor Place,  
New York

January 13, 1922.

N. Y. University Endowment Fund,  
512 Fifth Avenue, City.

Gentlemen:

I read in one of the New York papers your advertisement No. 23 signed by Chancellor Brown. I would be very glad if I might have a complete set of these advertisements.

(Signed) FRANK H. MANN,  
General Secretary

THE UPSON COMPANY  
Fiber Board Authorities  
Lockport, New York

December 31, 1921.

N. Y. University Endowment Fund,  
512 Fifth Avenue,  
New York City.

Greeting:

I have read some of the very interesting advertisements which you have been running in the New York newspapers, and wish to congratulate you upon the excellent information given and the original way in which they are written.

Although I am not a graduate of New York University, I believe these talks should be of great value to all University people, and I am so interested in them, that I would appreciate knowing where I could get a full series of these informal talks.

(Signed) CHARLES A. UPSON,  
President.











*The Waiting Line*

ONE evening recently I was late in leaving my office in the University Building at Washington Square. It was nearly six o'clock and rather dark. As I came out on the Avery Place side I found a line of young men and women that extended along the sidewalk for more than half a block.

Now the line halted; now it moved toward the entrance, where three express elevators were busy carrying the students to the lecture room above. The line seemed never to diminish, for new figures hurrying down the street added themselves to its end.

The sight was not new to me. But on this particular evening I could not help thinking that this was one of the most interesting and amazing scenes in our great city. For here were literally thousands of ambitious young men and women of New York, tired after their day's work, foregoing the various pleasures of the evening, all patiently waiting to begin their evening's instruction in the classrooms of the University.

A line like this before a theatre at which a popular play was presented would not have been surprising. But the fact that this line forms every night at the doors of an institution of learning is worthy of notice.

In that line, I knew, were college graduates who were carrying forward their education in the scientific and professional fields; graduates of our New York City high schools seeking a training for business, and the industries. In that line were some of the most ambitious young people in New York—young men and women who were willing and eager to give their evenings in order to secure a better education.

I am not ashamed to admit that I uncovered my head in the presence of this procession. Here was indomitable courage possessed by members of New York's younger generation who refuse to be turned aside from their pursuit of an education.

Their courage gave me new courage. I am going to do my best to help them.

*Amelia E. Brown*

Chancellor,

New York University.

No. 1 in a series of informal talks published in the interests of the New York University Endowment Fund, 312 Fifth Avenue, New York City.

*And Now—  
A School of Retailing*

TWENTY-TWO years ago a committee of the New York State Society of Certified Public Accountants called on my honored predecessor, Dr. Henry M. MacCracken, and asked his co-operation in establishing a school to train men for the accounting profession. He consented. Our present School of Commerce, Accounts and Finance is the outgrowth of this pioneer co-operation between business men and the University.

No one then foresaw the tremendous development the School would have. From that small beginning with its little handful of students specialising in accountancy, it has grown and widened its scope until it is today the largest professional school of university grade in the country.

Its 6000 students include still many preparing for accountancy, but a large proportion are now specialising in advertising, management, finance, journalism and a variety of other business fields. From it has sprung a Graduate School of Business Administration for the advanced

Through the storm such as characterize the ethic essential. No one history is we may well be of the City



0 028 334 274 8

*Amelia E. Brown*

Chancellor,

New York University

No. 2 in a series of informal talks published in the interests of the New York University Endowment Fund, 312 Fifth Avenue, New York City.

*Moral Leadership*

I should like to say a few words, and not too many, about the moral aspect of University life. I am aware that when righteousness becomes vociferous it becomes a little dulled, and when it brags about itself it ceases to be righteous.

Nevertheless, we cannot forget that righteousness is our chief concern, in college as out of college. Here, as elsewhere, it is to be approached both by direction and by indirection. Consider for a moment some of these approaches:

To awaken the sense of responsibility for coherent thinking, one of the first aims of college teaching, unquestionably has a moral significance.

To arouse an interest in the search for truth, regardless of personal considerations, is a moral achievement. In some lives it means a moral revolution.

To cultivate taste and discrimination—in art and letters, in manners, in hero-worship, in satire—is to assure at least a by-product in morals, a generous by-product in many lives.

To hold fast the convictions that spiritual values are supreme, even in a material world and in a materialistic age, is to gain a moral victory; and to render this conviction prevalent all through a great company of young men and women—is not that of the very essence of university teaching?

Students themselves make the moral atmosphere of student life. Some of the best things I have found in New York University are undergraduate ideals, which spring in part from undergraduate life itself and in part from the matured ideals of the students of other days.

A college is a fellowship of young life with a little leisure for the interplay of mind upon mind, before the task-work of life shall begin. Let this fellowship be soundly democratic in that it shall welcome the best without regard to wealth or pedigree, and let a few great teachers take their part in its interchange of thought and aspiration, and the results will reach to the ends of the earth.

In such an environment college spirit comes to its best, and the allegiance of alumni to their alma mater rises into service of the Nation and of humanity.

*Amelia E. Brown*

Chancellor

New York University.

No. 3 in a series of informal talks published in the interests of the New York University Endowment Fund, 312 Fifth Avenue, New York City.

*University Thrift*

As we are about to celebrate the

you can make ammonia by burning dry quicklime and ammonia together by hand mortar, but industry can be supplied in that way with millions of cubic feet of ammonia it needs every year, more can modern commerce, industry, medicine, and law adequately supplied with executives, accountants, physicians, lawyers, by teachers—however near Mark Hopkins' standard equipment of bare logs.

During the ten years in which I have acted as chief exec of a force of more than 500 and women who minister to the needs of some ten thousand students, the problem they have most frequently brought to me is that of providing sufficient facilities to their work efficient.

But the product of a university is in the tangible form of character and service. Its products are paid to the whole community in a form that cannot be measured—finance classrooms andatories.

Even now the University is giving dividends to the whole community. These dividends will be far larger if the community could realize, as keenly as the college president must realize, that even a good teacher's effectiveness is impaired when he is compelled to work pine log equipment.

*Amelia E. Brown*

Chancellor,

New York University.

No. 4 in a series of informal talks published in the interests of the New York University Endowment Fund, 312 Fifth Avenue, New York City.

*Assimilative Democracy*

THE capacity of our university buildings and equipment is limited. It is does not keep pace with the increase of the demands. We had room for less than half of those who sought admission to our Colleges at University Heights last September.

Finding it impossible to satisfy all applicants, even those who were satisfied, in full our school requirements, we determined to admit, first of all, those who had the promise of leadership and education bids fair to be a benefit.

In this crisis of civilization, democratic institutions must assimilate foreign materials, must not permit themselves assimilated by an excess of foreign materials with un-American ideals.

Believing in this, we are perhaps for the first time in American education, the basis of students for admission, a basis of psychological as well as educational qualifications. We have required the applicants to the Committee of their ideals of our government.

We have not excluded students as such, nor any particular class, have sought to establish, and protect a college movement in which students of all social backgrounds can patriotically assimilate American ideals.

With a scholarly faculty purpose and a student's